

**IMPROVING STUDENTS' DESCRIPTIVE WRITING ABILITY USING
WEB-BLOG AT SMA NEGERI 14 BANDAR LAMPUNG CLASS X IN THE
2024/2025 ACADEMIC YEAR**

Undergraduate Thesis

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY**

2025

ABSTRACT

IMPROVING STUDENTS' DESCRIPTIVE WRITING ABILITY USING WEB-BLOG AT SMA NEGERI 14 BANDAR LAMPUNG CLASS X IN THE 2024/2025 ACADEMIC YEAR

Muhammad Rangga Ar-Rasyid

This study investigated the effectiveness of using Web-Blog as a teaching medium to improve writing abilities among tenth grade students at SMA Negeri 14 Bandar Lampung during the 2024/2025 school year. Recognizing the important role of writing in academic and professional contexts, this study aimed to address the common problem of inadequate writing skills among students. The study utilized a pre-experimental design, using pre-test and post-test to measure the improvement of writing abilities, particularly in creating descriptive texts.

The findings showed a significant improvement in students' writing scores after the implementation of Web-Blog as a pedagogical tool. The average score increased from 61.15 in the pre-test to 89.43 in the post-test, which showed a statistically significant increase ($p < 0.05$). This improvement was due to the interactive and engaging nature of the blog, which encouraged students to express their ideas creatively while receiving constructive feedback.

This study concludes that integrating Web-Blogs into English writing instruction can improve students' ability to learn effective thinking writing abilities. This research contributes to the field of English education by providing insights into innovative teaching methods that utilize technology to improve language proficiency. Future implications suggest further exploration of digital platforms in educational settings to improve learning outcomes across a range of subjects.

Keywords: *Writing Ability, Web-Blog, Descriptive Text*

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Undergraduate Thesis

**Submitted to Fulfill Part of
The Requirements for a S-1 Degree**

In

**The Language and Arts Department of
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABILITY USING WEB-BLOG AT SMA NEGERI 14
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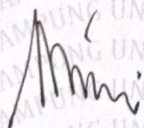
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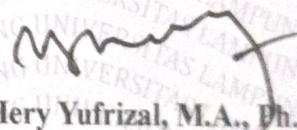
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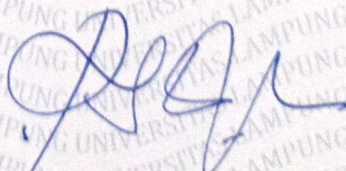
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwasannya pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Muhammad Rangga Ar-Rasyid, the third child of Drs. M. Zuriadi, M.H. and Yeni Susnita was born on June 16th, 2003 in Kota Agung. He has two siblings, named Adelia Octavia and Fadil Mandala Satria.

He began his education at Al-Akbar Kindergarten. The following year, he continued to SDN 2 Rajabasa for his elementary education. After graduating in 2015, he pursued his studies at SMPN 2 Bandar Lampung for his junior high school. Three years later, in 2018, he completed junior high school and proceeded to SMAN 14 Bandar Lampung for his high school education, where he graduated in 2021. In the same year, he was accepted at Lampung University in the English Department.

During college, he was actively involved in both academic and non-academic activities. He became a member of the public relations division of the Society of English Education Department Students (SEEDS) and joined the Language and Arts Department Student Association (HMJPBS) in the social division. Through his participation in SEEDS and HMJPBS, he gained numerous opportunities to engage in and contribute to community activities.

Motivated by his excitement, he eventually participated in an activity that required skills beyond English, specifically teaching. He joined the Kampus Mengajar program and had the opportunity to teach at SD Negeri 3 Bandar Lampung.

MOTTO

“Destiny belongs to Allah, but effort and prayer belong to us, so be patient, surely Allah's promise is true, and let not the unbelievers shake your hearts.”

Q.S Ar-Rum:60

DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful, whose blessings and strength have guided me through every step of this journey, I humbly and gratefully dedicate this research to:

My beloved parents, "Papa and Mama"

My cherished family

My esteemed lecturers

My dearest friends

My almamater, Lampung University.

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In the name of Allah, the Most Gracious, the Most Merciful.

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The researcher is deeply grateful to the many individuals who have provided support, guidance, and encouragement throughout the process of completing this research. Therefore, with sincere appreciation, the researcher wishes to extend heartfelt thanks to:

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The researcher acknowledges that this study may still have areas requiring improvement. Constructive feedback, suggestions, and input are highly welcomed to enhance the quality of future research. It is the researcher's hope that this study will provide practical contributions to the advancement of education, serve as a valuable resource for readers, and inspire further research in this field. *Aamiin.*

Bandar Lampung, January 2025

The Writer,

Muhammad Rangga Ar-Rasyid

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I. INTRODUCTION

This chapter discusses several points that include the background of the research, research question, research objective, the use of research, scope of the research, and definition of terms. The contents of this chapter are briefly described below.

1.1 Background of the Research

Language is complex, humans use language to express their thoughts, feelings, and facial expressions as well as to communicate with one another, making language an essential aspect of human life. Additionally, Brown claims that language is a system of arbitrary vocal symbols that enable interaction and communication between members of a particular culture and others who have acquired knowledge of the system (Brown, 2007). It suggests that language is more than just a means of communicating ideas; it also has the power to mold cultural identity. Individuals can discern a person's nationality from their accent, cultural background from their speech patterns, and social status from their communication style. It will be difficult for humans to communicate with one another without language. The researcher comes to the conclusion that language plays a critical role in the acquisition and transfer of information in human communication.

In the current digital age, information and communication technology is become a necessary component of daily existence. The ability of students to write in class is one of the factors impacted. One of the most crucial abilities for kids to have is writing, particularly in the information age we live in today.

It is critical to focus on helping students become better writers. One of the causes is that more people these days have to write in English for specialized goals like academic or professional ones. Once students graduate from college or high school, it can help them advance in their careers. When applying for a job, a well-written application letter and resume with no grammatical errors and strong content can

increase their trustworthiness. Writing proficiency is essential for academic success and career advancement (suwandi, 2015).

Writing is a means of communication that allows one to convey thoughts, feelings, opinions, and more. Writing allows one to document and represent the past for future generations. It implies that one's knowledge can be preserved on paper throughout time and eventually benefit others or the writer themselves. Additionally, it can help the writer communicate more effectively. It expands the imagination and the mind. As a result, in today's global society, being able to write effectively becomes increasingly important.

One language ability that is utilized to express ideas and thoughts through the use of vocabulary, grammar, and graphology is writing. Writing also involves comprehending the fundamentals of writing, which is necessary to write an appropriate and well-organized essay. The writing's output can both grab the reader's interest and effectively and accurately convey the intended content. The poor writing abilities of the students need to be taken seriously by several parties. Students still have poor writing abilities. The hardest linguistic abilities are, in fact, those related to writing. It is important to develop writing abilities and creativity while keeping in mind that writing is an active, creative, and productive language use. Students can practice their writing abilities and abilities with learning materials that are tailored for digital-based education by using language learning as a learning environment (Suwandi, 2015).

There are three previous studies related to this research. The first finding comes from Sari (2023) at the State Islamic University of Sultan Syarif Kasim Riau. Her study, titled "The Utilization of English Web Blogs in Enhancing Students' Writing Skills at SMK Pemdus Ujungbatu," focused on the use of recount texts. The research employed a pre-experimental design with a single-group approach, where students demonstrated a significant improvement in their writing skills after using web blogs. The students' average scores increased from 74.33 before instruction to 82.67 afterward, indicating a statistically significant difference in their ability to write recount texts. Therefore, it can be concluded that teaching tenth-grade

students at SMK Pemes Ujungbatu how to write recount texts through web blogs was successful in the 2022 academic year.

The second finding comes from Lutfian (2011) at the Universitas Negeri Yogyakarta, 2011. His study, titled "Enhancing Students' Writing Skills through English Web Blogs among Tenth-Grade Students at SMA Negeri 7 Purworejo in the 2010/2011 Academic Year," provides valuable insights into the effectiveness of web blogs as a tool for improving students' writing abilities. In his research, he utilized recount texts and found that the incorporation of English web blog led to a significant improvement in students' writing skills. The initial assessment showed an average score of 60.00, which increased to 75.00 in the follow-up assessment. This improvement was statistically significant, as confirmed by the t-test results. The calculated t-value of -6.123 was significantly lower than the t-table value of -2.045, indicating that the use of web blog effectively enhanced students' writing skills in this study.

The third finding comes from Kitchakarn (2012). The study, titled "Using Web Blogs to Improve Students' Summary Writing Abilities," investigated the effectiveness of web blog in enhancing students' writing skills. In her research, she utilized news texts. The findings revealed that students had positive perceptions of using web blog for learning, and their mean score on the post-test for English summary writing was higher than their pre-test score after collaborating on a blog. The majority of students found working with peers on web blogs to be a novel and engaging experience, particularly in the context of cooperative learning through blog.

Based on the findings from the three previous studies, it can be concluded that the use of web blogs as a tool for enhancing students' writing skills has shown consistent positive results. Sari's research (2023) demonstrated significant improvement in students' writing abilities, particularly in writing recount texts, with an average score increase from 74.33 to 82.67. Similarly, Lutfian's research (2011) found a notable enhancement in students' writing skills through the use of web blogs, with scores rising from an average of 60.00 to 75.00, supported by a statistically significant t-test result. Furthermore, Kitchakarn's research (2012)

highlighted that students had positive views on using web blogs for cooperative learning and showed improved performance in summary writing after engaging with blogs. Overall, these studies provide strong evidence that web blogs can be an effective tool for improving students' writing abilities, fostering collaboration, and increasing engagement in writing tasks.

Futhermore, based on previous studies, the researcher applies the use of Web-Blog as a classroom teaching medium to improve students' ability to write descriptive texts because by using Web-Blog media students get an interesting experience in terms of cooperative learning through the use of a blog.

A Web-Blog is a website that posts text, photos, audio, or video content on a regular basis. A blog's material is displayed through a sequence of frequently updated entries that are typically written in an informal or conversational tone. A blog can discuss a broad variety of subjects, such as personal narratives, viewpoints, experiences, interests, pastimes, and professional knowledge. Web-Blog is a one technical instrument that can improve writing quality. A person needs practice and feedback to improve quality (Parker and Chao, 2007). Many educators have used blogs in their classrooms and have written about how blogging is founded on contemporary pedagogy, writing theory, and learning philosophy (e.g., process, post-process, and genre). From an early age, there have been optimistic prospects for the use of blogs as new technology in language education. There are various benefits of having a Web-Blog (Hossain and Quinn, 2012). Posting content is simple and modest, and it is available for viewing everywhere. Finding information about the topic, the author, or both in the search engine is not difficult. Additionally, Web-Blogs provide a tool for interacting with other people's websites. It facilitates joining with people on the other side of the globe. Furthermore, anybody worldwide can access Web-Blogs through links to others.

Based on the writer's preliminary research, the researcher employed the Web-Blog as an engaging medium that is likely to boost the students' writing abilities. This is justified by the fact that Web-Blogs give students the ability to gather information, come up with ideas, and write. It could inspire students to create written works that reflect their ideas. Based on the problems mentioned above, the researcher tried to

use learning media that can motivate students to improve their writing abilities. Teaching media that can inspire grade X students at SMA Negeri 14 Bandar Lampung to become better at writing through online blogs in English.

1.2 Research Question

Based on the background description of the problem above, the researcher formulates the problem as follows:

“Is there any significant difference in students’ writing ability after they are taught by using Web-Blog to write descriptive texts in SMA Negeri 14 Bandar Lampung?”

1.3 Research Objective

Based on the problem above, this research intends to find out the follow purpose:

“To find out whether there is a significant difference in students’ writing ability after the students have been taught by using Web-Blog as teaching media.”

1.4 The Use of Research

The researcher hopes that this research will give the benefits both theoretically and practically. The uses of this research are as follows:

1. Theoretically

Students are expected to be more enthusiastic and motivated to learn to develop writing abilities with the use of Web-Blog in learning.

2. Practically

Using technology Web-Blog in learning English writing abilities, can help English teachers to provide sufficient materials and activity in teaching writing by applying Web-Blog.

1.5 Scope of the Research

The author focuses on the use of Web-Blog in improving the students' writing ability in writing descriptive texts. The subjects of the research were the students in the tenth grade of SMA Negeri 14 Bandar Lampung in the 2024/2025 academic year. This research focuses on students' ability to write a descriptive text about

national and international athletes through Web-Blog as teaching media. The purpose of this study is to improve students' ability in writing a descriptive text about person, which is assessed based on aspects of content, organization, vocabulary, grammar, and mechanics. This study was conducted in four meetings, where a pre-test and a post-test were used to elicit the improvement of students' ability in writing.

1.6 Definition of Terms

In this research, there are some terms that mostly appear in the explanation of each chapter. Those terms are:

1. Teaching

According to Brown (2007), teaching in principle is guiding students in teaching activities, which implies that teaching is an effort to organize the learning environment to enable students to learn effectively. More clearly teaching is the activity that a teacher carries out with the intention of imparting knowledge to a student, learner, or other audience. Learning, or the process by which students assimilate this knowledge, is intimately tied to teaching.

2. Writing

According to Zamel (1982), writing is a process where students simultaneously investigate, generate meaning, and evaluate their ideas. More clearly writing is the act of transferring human ideas into a lasting form. A writing system encrypts spoken language using a set of rules and symbols.

3. Writing Ability

According to Brown (2001), Writing ability refers to the skill to write in a natural, coherent, grammatically correct, fluent, authentic manner, and with a clear intent. This definition highlights the significance of fluency and coherence in writing, which are crucial for successful communication.

4. Web-Blog

According to Robertson (2013), a blog (or Web-Blog) is a type of online website that has been reported as a useful tool for language learners for several reasons. More clearly a web-blog is a kind of website that looks like writing on web pages. Posts are often organized chronologically (by date of occurrence), with

the most recent entry at the top of the front page or homepage and the oldest post below it.

5. Descriptive Text

According to Anderson and Anderson (2003), a descriptive text is a text provides a detailed description of something or someone. It can be used to describe a person, an animal, a plant, or even a building.

This chapter has explained the background of the research, research question, research objective, the use of research, scope of the research, and definition of terms. To support and strengthen Chapter 1, the researcher formulates the theories and previous studies in the next chapter.

II. LITERATURE REVIEW

This chapter will refer to several points about the definition of writing, aspects of writing, teaching writing, the definition of Web-Blog, the use of Web-Blog, teaching writing through Web-Blog, procedures of teaching writing through Web-Blog, advantages and disadvantages teaching of writing through Web-Blog, theoretical assumptions, and hypothesis. In addition, this chapter will also discuss some previous research related to the use of Web-Blog in improving students' writing ability.

2.1 Definition of Writing

In language instruction, writing is one of the four language abilities in addition to speaking, listening, and reading. One way to conceptualize writing is as the transfer of thought into written language. Writing is the cerebral labor of generating ideas, figuring out how to convey them, and arranging them into sentences and paragraphs that the reader will understand. Writing provides a special chance to learn and explore concepts. Writing makes it easier for someone to communicate their ideas to others.

Writing is one of the communication strategies used to convey ideas, opinions, and feeling a in text form. According to (Ridge, 2013), writing is a kind of expression that is used to convey ideas, opinions, and thoughts that are expressed in the form of words, numbers, and paragraphs. Writing clearly also emphasizes the use of sentences structures, tenses, idioms, and vocabulary so that readers may understand the idea.

According to (Brown, 2007), writing is a complex process that involves determining what to write, how to say it, and how to put those ideas onto paper in a way that others can understand. In the meantime, (Zamel, 1982) state that writing

is a process where students simultaneously investigate, generate meaning, and evaluate their ideas. There are obviously procedures involved with writing. Constructing meaning and simultaneously investigating ideas and thoughts are the procedures.

In addition, writing is a cognitive process, according to (Brown, 2007). The reason it's considered a thinking process is since, in addition to considering intriguing ideas, students' are also constructing concepts when they write. Furthermore, he mentioned that prior to publication, writing might be scheduled and edited indefinitely.

Based on the experts above, it can be concluded that writing is a process where students simultaneously investigate, generate meaning, and evaluate their ideas. More clearly writing is the act of transferring human ideas into a lasting form. In addition, writing is also a complex process that involves determining what to write, how to say it, and how to put those ideas on paper in a way that can be understood by others.

2.2 Aspects of Writing

According to (Jacobs, 1981), there are five aspects of the composition of writing to be of high quality.

There are five aspects of writing according to (Jacobs, 1981):

1. **Content:** Writing's substance, or the core idea's experience, is referred to as content. i.e., a collection of connected sentences that a writer uses to build a topic. The paragraph's content conveys concepts rather than performing the unique roles of emphasis, restatement, and transition.
2. **Organization:** It has to do with the content's logical arrangement, or consistency. It is merely an effort to put together a disorganized set of information and concepts. He or she may still be searching for structure, attempting to identify themes in the text, and trying to bring issue specifics into line with the main idea even in the first draft.
3. **Grammar:** In order to create logical relationships in paragraph writing, grammar refers to the application of proper grammatical form and synthetic pattern for

grouping, dividing, and combining ideas in words, phrases, clauses, and sentences.

4. **Vocabulary:** This has to do with selecting appropriate wording for your writing. It begins with the presumption that the author wishes to communicate his ideas as concisely and directly as feasible. Generally speaking, clarity need to come first. Select terms that are more precise than concealing or using italics.
5. **Mechanics:** Mechanics is the usage of the language's graphic convention, which is the process of organizing words, letters, and paragraphs employing structural and related knowledge.

The aforementioned facts lead to the conclusion that there are five elements or factors content, organization, grammar, vocabulary and mechanic that are taken into consideration when evaluating writing abilities.

2.3 Writing Ability

According to Brown (2001), Writing ability refers to the skill to write in a natural, coherent, grammatically correct, fluent, authentic manner, and with a clear intent. This definition highlights the significance of fluency and coherence in writing, which are crucial for successful communication.

According to Tarigan, as cited in (Kustini & Fakhruddin, 2019), writing abilities are a form of active and expressive language ability used to communicate indirectly, without face-to-face interaction. This implies that writing abilities allow individuals to convey messages and engage with others through written language, without the need for direct contact. Therefore, writing serves as a tool for communication through written expression, rather than in person interaction.

From the explanation above, it can be concluded that writing ability refers to the ability to convey ideas, opinions, and emotions to others through written language. Furthermore, writing ability is a form of language ability that is active and expressive which is used to communicate indirectly, without face-to-face interaction.

2.4 Teaching Writing

According to Brown (2007) “Teaching in principle is guiding students in teaching activities, which implies that teaching is an effort to organize the learning environment to enable students to learn effectively.”

Assisting someone in learning is one definition of teaching. According to Brown (2007), teaching is defined as demonstrating or assisting someone in learning how to do something, providing guidance in the study of something, imparting knowledge, and causing to know or comprehend. Accordingly, teaching is assisting a student in their studies so that their knowledge can be improved. According to Brown (2007), writing instruction many years ago was restricted to the teacher’s final result. It may take the shape of a narrative, report, or essay. In addition, Brown adds his perspective that the writing should adhere to specific guidelines for English rhetorical style, include good language, and be arranged in a way that makes sense for the intended audience.

The goal of teaching writing to students’ is to help them write ideas and imaginative works. It is crucial that teachers give resources that are pertinent to the needs and areas of interest of their students. According to Brown (2007), teaching is the act of imparting knowledge, causing someone to know or comprehend, or demonstrating to them how to accomplish a task. It indicates that the teacher facilitates and directs the students’ easy learning of the subject matter. Ridge (2013) also points out that teaching writing is a special method of reinforcing learning. It follows that developing students’ writing abilities is crucial to improving their language proficiency. Thus, in order to determine the best approach to address a writing assignment in writing class, a teacher should be aware of the issues that students encounter during the teaching and learning process.

It is imperative that educators employ technique that aligns with the interests and needs of their students. Students should be able to generate and arrange their ideas into a text with the use of this technique. The researcher can further explain that teaching is an interactive activity in a classroom where the teacher imparts new knowledge to students based on the descriptions given above. Transferring knowledge from the teacher to the students is the process of teaching.

2.5 Process of Writing

According to (Harmer, 2004) in practice to teaching writing, there are several stage's or procedure to follow. The procedure can be described as follows;

1. Pre-Writing

This process aids the writer in selecting the appropriate word for the statement. This is a crucial step in the writing process since it involves compiling and arranging the data that will be used in the writer's write-up. In order to obtain pertinent information, it can entail conducting interviews or having conversations with people. Selecting a topic, assessing the audience, generating and debating ideas, and compiling ideas and facts are all part of it. The writer drafts an outline of the work at this point. When prewriting a story, character sketches will also be necessary.

2. Drafting

Drafting refers to the initial stage of writing, often called an outline. In this stage, the writing is typically done with the understanding that revisions will be made later. As the writing process moves forward to the editing phase, multiple drafts are refined to eventually produce the final version.

3. Editing

At the editing stage, students have already completed a draft and typically review their writing to identify any errors. The revision process is often supported by feedback from peers or the teacher, who offer comments and suggestions. These responses from the teacher or fellow students help guide the writer in making the necessary revisions and improvements.

4. Final Draft

Once students have revised their drafts, they should implement the necessary adjustments to finalize their work. The final draft may significantly differ from the initial outlines and earlier versions, as the edits made have transformed the text, and students are now prepared to submit their written work to the teacher.

From the explanation above, it can be concluded that four steps can be applied in the writing process, they are: pre-writing, drafting, editing and final draft.

2.6 Concept of Descriptive Text

Here are some explanations about the concept of descriptive text:

2.6.1 Definition of Descriptive Text

According to (Anderson and Anderson, 2003) define descriptive text is a text provides a detailed description of something or someone. It can be used to describe a person, an animal, a plant, or even a building. Descriptive text is a type of writing that conveys the characteristics of a specific person, place, or object. Its primary function is to provide detailed descriptions, emphasizing the distinctive features of individuals, animals, or particular items. Essentially, descriptive text aims to help readers visualize and understand the subject through carefully chosen words.

2.6.2 The Language Features of Descriptive Text

A descriptive text incorporates several key language features, including the use of the simple present tense, nouns and pronouns, action verbs, and adjectives. Among these, the use of the simple present tense is the most significant, as it conveys factual information about the object being described. For instance, the sentence "I have two dogs" presents a factual statement about the subject, which in this case is "two dogs."

Additionally, nouns and pronouns play a crucial role in a descriptive text. Nouns provide specific details, such as "my daddy," "my mom," "my husband," or "my fish." On the other hand, pronouns serve to replace nouns or noun phrases, including words like "I," "she," "he," "Putri," "Putra," "they," "cat," "you," "me," and "your."

Furthermore, descriptive writing emphasizes the use of action verbs, which depict observable activities. Examples of such action verbs include "eat," "dance," and "run." Lastly, adjectives are employed to enhance the nouns, providing more vivid descriptions. For example, phrases like "a handsome boy," "a beautiful girl," and "a cute dog" illustrate the application of adjectives in a descriptive context.

2.6.3 The Generic Structure of Descriptive Text

According to (Anderson and Anderson, 2003) state that the generic structure of descriptive texts comprises two main components: identification and description. The first component, identification, serves to introduce the subject or object being described, which may include people, animals, objects, places, events, and more. This identification typically appears as a general statement in the opening paragraph or sentence, presenting the subject to the readers. In this section, the author can offer a brief introduction or a general overview of the object.

The second component of the generic structure is description. This part provides detailed information about the subject, highlighting its physical characteristics and specific qualities, such as beauty, excellence, or unique features. The description elaborates on the attributes of the identified subject, be it a person, animal, or object. Below is an example of descriptive text along with its generic structure.

2.7 Definition of Web-Blog

A blog, often known as a weblog, is a website that anyone can create on their own. We have the ability to start our own blog, post content there, and include images and videos. “Blogs are a relatively new tool for written communication and interaction and appear in many different languages” according to (Siddique et al., 2022). “A blog (or Web-Blog) is a kind of online diary that has been reported to be a useful tool for language learners for a number of reasons” explained (Patrick., et al 2008) in his description. Based on the two aforementioned explanations, it can be inferred that a blog, also known as a weblog, is an online communication medium that can be utilized throughout the language learning process.

With the help of blogs, kids can become more interactive and communicate with one another, their teachers, and friends. The teaching and learning process can be supported by a variety of aspects. (Zaki, 2008) outlined the components of a Web-Blog. They are listed below:

1. Web-Blog Post

It is a Web-Blog fundamental features. Everything is open for sharing, including brief texts, links, images, videos, and more.

2. Web-Blog Comment

It can be used by the instructor to make a variety of remarks about the content and invite student feedback. It serves as a tool for weblog interactivity.

2.8 The Use of Web-Blog

According to (English et al., 2017) state that media play a significant role in the learning process, aside from the mode of instruction. Students will be introduced to a new learning experience through blogging. A blog could be a helpful tool for students to improve communication both within and between classes. In addition to interacting in the classroom throughout the learning process, students and teachers can also interact anytime they choose outside of it.

However, this also needs to be backed by a supportive infrastructure and students who are ready to learn using the internet.

2.9 Previous Study

The subject of this research has been the subject of multiple studies. The researcher plans to use a few of them as references in this study.

The first finding comes from Sari (2023) at the State Islamic University of Sultan Syarif Kasim Riau. Her study, titled "The Utilization of English Web Blogs in Enhancing Students' Writing Skills at SMK Pempdes Ujungbatu," focused on the use of recount texts. The research employed a pre-experimental design with a single-group approach, where students demonstrated a significant improvement in their writing skills after using web blogs. The students' average scores increased from 74.33 before instruction to 82.67 afterward, indicating a statistically significant difference in their ability to write recount texts. Therefore, it can be concluded that teaching tenth-grade students at SMK Pempdes Ujungbatu how to write recount texts through web blogs was successful in the 2022 academic year.

The second finding comes from Lutfian (2011) at the Universitas Negeri Yogyakarta, 2011. His study, titled "Enhancing Students' Writing Skills through English Web Blogs among Tenth-Grade Students at SMA Negeri 7 Purworejo in the 2010/2011 Academic Year," provides valuable insights into the effectiveness of web blogs as a tool for improving students' writing abilities. In his research, he utilized

recount texts and found that the incorporation of English web blog led to a significant improvement in students' writing skills. The initial assessment showed an average score of 60.00, which increased to 75.00 in the follow-up assessment. This improvement was statistically significant, as confirmed by the t-test results. The calculated t-value of -6.123 was significantly lower than the t-table value of -2.045, indicating that the use of web blog effectively enhanced students' writing skills in this study.

The third finding comes from Kitchakarn (2012). The study, titled "Using Web Blogs to Improve Students' Summary Writing Abilities," investigated the effectiveness of web blog in enhancing students' writing skills. In her research, she utilized news texts. The findings revealed that students had positive perceptions of using web blog for learning, and their mean score on the post-test for English summary writing was higher than their pre-test score after collaborating on a blog. The majority of students found working with peers on web blogs to be a novel and engaging experience, particularly in the context of cooperative learning through blog.

The use of media in writing instruction was covered in the three earlier studies mentioned above. However, the goal of this study is to determine how well students are educating themselves to write descriptive texts with the media using web-blog. The researcher also takes different location. This study is being carried out at SMA Negeri 14 Bandar Lampung. This study is unusual because it uses Web-Blog as a medium to teach descriptive text writing. Previous studies have used a variety of texts to teach using Web-Blog media, but there has been no study that uses descriptive text using Web-Blog specifically

2.10 Procedures of Teaching Writing Descriptive Text Through Web-Blog

According to (Harmer, 2004) defined here are four stages in the writing process: pre-writing, drafting, editing (which includes reflecting and rewriting), and final draft. Pre-Writing is the first stage in writing. Writers must plan their sentences before they begin to write or type. One can accomplish this by taking detailed notes, writing down words, or just mentally preparing. The draft stage is the second. A writer writes what they have been planned in this step. Since it is not yet finished,

this text is referred to as the first draft. Not finished yet. Before deeming it to be the finished draft, the writer should carefully review it and make any necessary edits. The writing process consists of these three steps. In this step, the writer fixes any grammar mistakes, jumbled sentence structures, and other issues with the writing. The final draft is written at the end of the writing process. After the writer has finished editing and amending the first draft, this final draft is written.

According to (Lutfian, 2011) this is the procedures in using Web-Blog for teaching writing:

1. Introductory Activity

- a) Get ready to teach the writing process with an emphasis on self-introduction expression.
- b) The students identify, gather, and arrange the concepts they will write about in their writing.

2. Main Activity

- c) Packaging, as the students follow the outline to create their first draft, the teacher leads them in a write-along.
- d) Popping, the teacher confers with each student individually on a paragraph while utilizing the establishing rubric. Introducing, removing, or moving words and ideas.
- e) Request that the students' create an outline for their text.
- f) The best way to monitor students' writing is to pay close attention to linguistic elements.

3. Final Activity

- g) Publishing, in order to complete a final draft, students receive aid in polishing their writing project.
- h) Using the comments from fellow students, peer review the content is the next stage.
- i) The students correct their grammatical mistakes after providing feedback.
- j) Publishing, where in the students' divulge their entire body of work.

The researcher adapts writing instruction using a Web-Blog to teach descriptive text that clarifies some theories based on time constraints. Consequently, the researcher process is as follows:

1. Introductory Activity

- a) Get ready to teach the writing process with an emphasis on creating descriptive texts.
- b) The teacher discusses descriptive texts with students.
- c) The students identify, gather, and arrange the concepts they will write about in their writing.

2. Main Activity

- a) Teacher shares links to many Web-Blogs with resources.
- b) The teacher requests that each student use their handphone or personal computer to visit the teacher blog and do their particular work.
- c) After reading the assignment on the teacher's blog, students click the link.
- d) After that, the teacher provides a brief explanation of descriptive text.
- e) The students are divided into groups of 5 to 6 people.
- f) Students were shown pictures of national athlete on a Web-Blog.
- g) The students and teacher discuss to analyze the general structure and language features, which consists of identification and description sections, based. of the descriptive text has been presented.
- h) Students are asked to find descriptions in the descriptive text such as, characteristics, physical details and abilities, traits and personalities, achievements, and the inspiration or influence of the athlete in the world of sports.
- i) The students are asked to discuss their work to create descriptive texts in groups with the theme of national athletes, according to what the teacher has explained.
- j) Each group is required to present their work, while the other groups provide responses or feedback.
- k) After that, the teacher asks the students to review the mistakes of each group according to the responses and feedback given by their friends and the teacher.

3. Final Activity

- a) The teacher explains and summarizes the results of the discussion.
- b) The teacher can function as the facilitator in the classroom or monitor the students' work while the lesson is in progress.

2.11 Advantages and Disadvantages Teaching of Writing Through Web-Blog

Lutfian (2011) lists the following as just a few of the many benefits of utilizing Web-Blog in the classroom:

- 1) Using a blog provides teachers with additional support. The teacher has the last say over how much time students spend on their weblogs. Students can use it for class assignments and notes every week, for submitting papers once a semester, or for anything in between.
- 2) Using a blog does not require having computers in the classroom. The majority of students have access to the Internet at home because modern personal computers are reasonably priced and offer fast Internet. Students can now use computer facilities and classrooms at several universities.
- 3) All of the teachers notes can be viewed simultaneously in reverse chronological order. This makes lesson planning much easier, especially when creating classes that expand on previously covered content.
- 4) If there is room for improvement or new information has to be added, editing class materials is an easy process.
- 5) All of the student writing samples are housed in one location and are always accessible from any computer with an Internet connection.
- 6) By posting comments to a class blog called "Writing Feedback," teachers can provide the class with collective feedback when they discover a recurrent error. Furthermore, each student blog can receive personalized feedback.
- 7) When providing feedback, keep a copy of the messages at a different teacher-only blog to save time. Teachers may be able to reuse these messages if the same students' are taught in the same class for a number of years. The teacher can choose the right message to send a student about feedback on their assignments and writing examples from this blog.

However, besides having some advantages, there are also some disadvantages of using Web-Blog.

According to English et al., (2017). There are some disadvantages of using Web-Blog in the classroom:

- 1) Because they have access to the virtual world when they connect to a weblog, students may become easily distracted and forget what they are supposed to be doing.
- 2) Not all students have equal access to the hardware and internet connection required to use blogs. Some students may have difficulty accessing materials or participating in class activities, which can create inequalities in the learning experience.

Every teaching strategy or medium has advantages and disadvantages when it comes to educational activities. Although it was natural, real materials had more advantages than disadvantages. As a result, the researcher employed this media in the study.

2.12 Teaching Writing Through Web-Blog

Because of the advancements in technology, there has been a growing interest in using Web-Blogs in the classroom in recent years. A growing trend in the area of English language learning is the Web-Blog. The majority of academic institutions are totally in favor of using computers as a tool for language learning.

For a variety of reasons, Web-Blogs are said to be an effective tool for improving English language instruction. According to (Noytim, 2010) by means of genuine communication, Web-Blogs provide an authentic learning environment. Writing for a global audience involves not just classmates and teachers but also those outside the classroom.

Consequently, according (Aljumah, 2012) states that having a blog on the internet can motivated students to write more, both academically and non-academically. Students who use Web-Blogs have the ability to read and write about topics that truly interest them, as well as share and receive response from other audiences.

According to (Robertson et al., 2010) defined that students have an extra and motivating chance when they use the Web-Blog since they can share their efforts in a lighthearted and judgment-free setting. Additionally, blogs provide more balanced and greater student communication. They also give quieter, more reserved students more time to think about their responses and write them.

To make sure the strategic plan transforms from a plan into an actual strategy, follow these steps:

- a) Teacher shares links to many Web-Blogs with resources.
- b) The teacher requests that each student use their handphone or personal computer to visit the teacher blog and do their particular work.
- c) After reading the assignment on the teacher's blog, students click the link.
- d) After that, the teacher explains the material in front of the class clearly and uses a projector.
- e) After that, the teacher gives students an assignment in the form of, analyzing the descriptive text that has been given.
- f) The teacher can function as the facilitator in the classroom or monitor the students' work while the lesson is in progress.

These steps will let the teacher use Web-Blog to effectively teach in writing.

2.13 Theoretical Assumptions

Foreign language learners are expected to develop proficiency in four fundamental English language skills: speaking, listening, reading, and writing. In the teaching and learning process, the use of media is essential because it stimulates students' interest in the subject matter. Media effectively serves as a bridge between the teacher's material and the students' understanding. One medium that is increasingly employed to enhance students' writing proficiency, particularly in descriptive texts, is the use of Web-Blogs. By utilizing Web-Blogs, teachers can facilitate students' ability to clarify and organize their thoughts, which in turn improves their written expression.

The use of Web-Blogs enables students to visualize their ideas, aiding them in articulating their thoughts more coherently in writing. For effective descriptive text

writing, students are guided to first clarify their ideas and subsequently learn how to translate these ideas into written form. Through this approach, Web-Blogs become a medium that allows students to express personal experiences and thoughts, which enhances engagement and creativity in learning. Moreover, it is assumed that the use of Web-Blogs can significantly improve students' proficiency in writing descriptive texts, as they provide a structured platform for practice and feedback.

2.14 Hypothesis

Based on those theoretical assumptions, the researcher formulated the hypothesis as follows:

1. H1 : There is significant difference in the students writing ability after the students were taught writing descriptive texts through a Web-Blog as a teaching media.

Hypothesis testing was utilized to determine whether the proposed hypothesis in this research was accepted or rejected. The researcher employed a repeated measures T-test to assess the validity of the hypothesis. The formulas for the hypotheses in this research were as follows:

$$H_0 = \text{Sig.} < 0.05$$

Notes:

H0: There is no significant difference in students writing descriptive text after using the Web-Blog.

H1: There is significant difference in students writing descriptive text after using the Web-Blog.

In addition, hypothesis analysis was conducted using the Repeated Measure T-test available in the Statistical Package for Social Science (SPSS) software.

This chapter has explained about the definition of writing, aspects of writing, teaching writing, the definition of web-blog, the use of Web-Blog, teaching writing

through Web-Blog, procedures of teaching writing through Web-Blog, advantages and disadvantages teaching of writing through Web-Blog, previous study, theoretical assumptions, and hypothesis. In addition, this chapter will also discuss some previous research related to the use of Web-Blog in improving students' writing ability.

III. METHODS

Several aspects of the research methodology are presented in this chapter: Research Design, Variable of the Research, Population and Sample, Data Collecting Method and the Research Instrument, Data Collection Procedure, Data Analysis, and Hypothesis Testing.

3.1 Research Design

Pre-experimental research methodology was used in this study. The researcher employed a One-Group pre-test-post-test Design, utilizing one class or group in class X at SMA Negeri 14 Bandar Lampung. The pre-experimental study aimed to identify the causes and effects of reality. It attempted to provide an explanation of how well students' writing abilities worked when they used a Web-Blog. Pre-test, treatment, and post-test designs were created by the researcher. There were four meetings held. The research design is as follows:

Pre-Test	Treatment	Post-Test
T1	X	T2

3.2 Variables of the Research

There are two kinds of variables in this research, namely:

1. Independent Variable (X)

An independent variable can be described as one that modifies the value of another variable. This variable controls another variable since it has the ability to influence its value Sugiyono (2013). Web-Blog use is the independent variable in this study.

2. Dependent Variable (Y)

The dependent variable is one whose value can be altered since it is the one that is impacted by the independent variable. After the other variable has changed, this one can be measured. Writing score is the research's dependent variable.

In conclusion, this study involved two variables: students' ability to write a descriptive text, which served as the independent variable (Y), and Web-Blog use, which acted as the dependent variable (X).

3.3 Population and Sample

The population consists of the entire group of individuals or objects that are of interest to the researcher for the purpose of generalizing the study's findings. Alternatively, the population can be understood as the entire set of units (individuals, organizations, events, objects, or products) from which samples are selected for measurement. In this study, the population comprised the first-grade students of SMA Negeri 14 Bandar Lampung. The researcher employed cluster random sampling to select the sample, specifically choosing students from class X.9, which consisted of 30 students.

3.4 Data Collecting Method and the Research Instrument

In this research, only the instrument was tested. The test involved creating a descriptive text aimed at assessing an individual's ability. There are two types of tests:

1. Pre-Test

A pre-test is a test that is carried out before the teacher starts learning. The purpose of the pre-test is to determine the initial ability of students regarding the material to be delivered. The test was given to know the basic competence for 30 students and to know their earlier knowledge before they got the treatment.

2. Post-Test

A post-test is an assessment conducted after the learning process has been completed. It serves as a final evaluation of a lesson, typically administered at the conclusion of learning activities. The primary purpose of a post-test is to assess the improvement of the learning process and to evaluate students' mastery

of the competencies taught by the instructor. In this case, the post-test was administered to 30 students in the experimental group to measure their abilities and skills following the treatment. This assessment was designed to determine their final scores and to compare the students' competencies before and after receiving the treatment.

3.4.1 Validity

A test can be considered valid if the object being measured meets certain criteria. According to (Hatch and Farhady, 1982), there are two basic types of validity: content validity and construct validity. In this study, there are two aspects used to elicit the validity of the test:

1) Content Validity

According to (Hatch and Farhady, 1982), content validity is concerned with the extent to which a test can be considered representative and comprehensive. In the context of content validity, the material taught in the curriculum must be in accordance with the curriculum implemented in schools. In this study, the researcher used a descriptive text writing test aimed at first grade high school students. The material chosen was based on the Kurikulum Merdeka and the objectives contained in the lesson plan for the first grade at SMA Negeri 14 Bandar Lampung, which stated that the descriptive text used in this study was designed for grade one high school students. Therefore, this test is considered valid in terms of content validity because the test is design based on curriculum in accordance with the applicable curriculum, namely the Kurikulum Merdeka.

2) Construct Validity

Construct validity refers to the process of determining the extent to which test performance can be interpreted in one or more constructs. (Setiyadi, 2013) states that construct validity is required for test instruments that have several indicators in measuring one particular aspect or construct. In this study, students will be asked to write descriptive texts to elicit their writing abilities. The researcher will evaluate the results of students' writing by using the assessment criteria proposed by (Jacobs, 1981) The assessment rubric covers five aspects of writing: content,

organization, vocabulary, grammar, and mechanics. Therefore, this test instrument has met the criteria of construct validity.

3.4.2 Reliability

According to (Setiyadi, 2013), reliability refers to the consistency of a measuring instrument. In the context of the research instrument, which is the writing test, the researcher applied *inter-rater reliability* to assess the consistency of the test results. To minimize subjectivity, the researcher collaborated with an English teacher from SMA Negeri 14 Bandar Lampung. The test results from the two raters were then compared to evaluate reliability. Additionally, the researcher used the Rank-Order Correlation in SPSS version 25, based on the statistical formula from Hatch and Farhady (1982:206). The formula used is as follows:

$$P = 1 - \frac{6(\sum \alpha^2)}{N(N^2 - 1)}$$

(p) : The rank correlation coefficient

(N) The number of students

(D) The rank difference

(1-6). The numbers constants used in the calculation formula.

According to (Setiyadi, 2013), the rank correlation coefficient is analyzed using reliability standards with the following provisions:

- a) 0.800-1.00 refers to very high reliability
- b) 0.600-0.800 refers to high reliability
- c) 0.400-0.600 refers to medium reliability
- d) 0.200-0.400 refers to low reliability
- e) 0.000-0.200 refers to very low reliability

Based on the reliability standard mentioned above, it can be concluded that writing tests can be considered reliable if they achieve a reliability score ranging from 0.60 to 1.00 (indicating high reliability).

The reliability of this research is demonstrated in the explanation below:

The reliability result of the pre-test score:

$$P = 1 - \frac{6(\sum\alpha^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(1473)}{30(30^2 - 1)}$$

$$P = 1 - \frac{8.838}{26.970}$$

$$P = 1 - 0.327697$$

$$P = 0.672302 \text{ (High Reliability)}$$

The reliability result of the post-test score:

$$P = 1 - \frac{6(\sum\alpha^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(1196)}{30(30^2 - 1)}$$

$$P = 1 - \frac{7.176}{26.970}$$

$$P = 1 - 0.266073$$

$$p = 0.733926 \text{ (High Reliability)}$$

The data above indicates that the reliability of both the pre-test and post-test scores was high reliability, surpassing the standard threshold for reliability.

3.5 Data Collection Procedure

The following procedures were used by the researcher to carry out this study:

1. Findings the Research Subjects

The class first grade students from SMA Negeri 14 Bandar Lampung were selected by the researcher. Thirty students were included in this study as research responders.

2. Determining Problems

After being a student at SMA Negeri 14 Bandar Lampung, I discovered that the majority of students had still struggled with idea expression, particularly when it came to craft writing assignments. Time restraints also meant that peers' and teachers' feedback was lacking. Students lost interest in developing their writing abilities as a result of this. For these reasons, the researcher attempted to enhance students' writing performance and interest by utilizing Web-Blog technology as teaching media.

3. Preparing the Materials

After identifying the population and choosing the sample, the researcher created materials for the pre-test, treatment, and post-test in accordance with the learning objectives listed in the syllabus for first-grade students at SMA Negeri 14 Bandar Lampung. The curriculum used at SMA Negeri 14 was the Kurikulum Merdeka.

4. Conducting the Pre-Test

To determine the students' initial ability level, the researcher gave a descriptive text writing test before starting the treatment. Each student was instructed to create a descriptive text based on their learning experience about descriptive text. This aimed to determine the students' basic writing ability.

5. Conducting Treatments

Four meetings were held during the treatment by the researcher. After administering the pre-test to the students in the pre-experimental group, the researcher implemented the treatment by providing materials for the students in writing descriptive text using Web-Blog as a teaching media.

6. Conducting Post-Test

The researcher gave a post-test after the treatment, which was useful to see the improvement in students' ability to write descriptive text. The researcher hoped that the students had a better understanding than before of how to write descriptive text correctly after they received the treatment conducted by the researcher. The post-test was conducted in the form of a written test.

7. Examining the Pre-Test and Post-Test Results

The researcher assessed the students writing test results from the initial test and the final test during the experimental lesson to see if the scores showed an increase or decrease.

3.6 Data Analysis

Students' writing results in the pre-test and post-test were assessed based on certain aspects of writing, including content, organization, grammar, vocabulary, and mechanics. The assessment criteria were based on (Jacobs, 1981), with each aspect given a percentage as follows:

1. Content: 30%
2. Organization: 20%
3. Grammar: 25%
4. Vocabulary: 20%
5. Mechanics: 5%

The researcher has analyzed the students' scores from their test results to evaluate the improvement of students' writing ability in descriptive text by using Web-Blog as a teaching media by using the following steps:

1. Grading the students' post-test and pre-test accurate responses.
2. Calculating the average of the pre-test and post-test scores using the following formula:

$$Md = \frac{\Sigma d}{N}$$

Md = Mean Score

Σd = The cumulative scores of the students

N = Number of Students

3. Concluding the answer to the research question was derived from the results of statistical analysis using a paired sample T-test conducted in SPSS version 25.

3.6.1 Normality Test

The normality test aims to determine whether the data follows a normal distribution. The researcher used SPSS version 25 for descriptive statistical analysis of the test results. To assess whether the data is normally distributed, the *Kolmogorov-Smirnov* and *Shapiro-Wilk* was applied with the following hypotheses:

Null hypothesis (H_0): The data follows a normal distribution.

Alternative hypothesis (H_1): The data does not follow a normal distribution.

The study uses a significance level of 0.05. The results of the normality test indicate a significance greater than 0.05. The alternative hypothesis (H_1) is accepted if the normality test results are greater than 0.05 ($p > 0.05$). The detailed results of the normality test are presented in the table below:

Table 3.1 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.099	30	.200*	.974	30	.649
PostTest	.113	30	.200*	.969	30	.507

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, presents the results of normality tests using both the *Kolmogorov-Smirnov* and *Shapiro-Wilk* methods for the pre-test and post-test data. In both tests, the significance values (Sig.) for the pre-test and post-test are above the threshold of 0.05, indicating that the data is normally distributed.

Furthermore, based on the results of the *Kolmogorov-Smirnov* and *Shapiro-Wilk* tests, the significance values for the pre-test and post-test data are greater than 0.05. Specifically, the pre-test values are 0.200 (*Kolmogorov-Smirnov*) and 0.649 (*Shapiro-Wilk*), while the post-test values are 0.200 (*Kolmogorov-Smirnov*) and 0.507 (*Shapiro-Wilk*). Therefore, it can be concluded that both the pre-test and post-test data follow a normal distribution, fulfilling the assumption of normality required for subsequent parametric tests.

3.7 Hypothesis Testing

Repeated Measures T-test will be used by the researcher using distribution tables and *Statistical Package for Social Science* (SPSS) version 25. In addition, the researcher used the following hypothesis acceptance criteria to determine whether there was a significant difference between the pre and post tests and the acceptance of the hypothesis:

$$H_0 = \text{Sig.} < 0.05$$

Notes:

H₀: There is no significant difference in students' writing descriptive text after using the Web-Blog.

H₁: There is significant difference in students writing descriptive text after using the Web-Blog.

The criteria for acceptance or rejection of the hypothesis test are as follows:

H₀: Is accepted if Sig. > 0.05

H₁: Is accepted if Sig. < 0.05

This chapter has explained about Research Design, Variable of the Research, Population and Sample, Research Instrument, Data Collection Procedure, Data Analysis and Hypothesis Testing.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the researcher's findings, along with recommendations for English teachers, particularly those teaching writing descriptive texts. It emphasizes the use of Web-Blog as supplementary media in the teaching and learning process. Additionally, suggestions are offered for future researchers interested in conducting similar studies.

5.1 Conclusion

This study aimed to evaluate the difference significant improvements of using Web-Blog as a teaching media in writing classes, as well as to assess effectiveness students' writing abilities. The results show that students generally benefit from learning to write using blog teaching media, because it can increase in writing abilities. The increase in students' pre-test scores compared to their post-test scores ($61.15 < 89.43$) demonstrates the effectiveness of the treatment in helping students improve their writing abilities. Additionally, the t-count value of 18.526 with a degree of freedom (df) of 29, compared to the t-table value of 2.045 at a 5% significance level (df = 29), indicates that the t-count is significantly higher than the t-table value.

Beyond the quantitative improvements, this study also highlighted the positive impact of Web-Blog on student engagement and creativity in writing. As a result, they developed better content organization, grammatical accuracy, and vocabulary usage in their writing.

It can be concluded, the integration of Web-Blog as a supplementary teaching tool has proven to be an effective method for improving students' writing skills. These findings support the incorporation of digital learning platforms into English writing instruction, particularly in fostering student motivation and enhancing learning

outcomes. Future research is encouraged to explore the application of Web-Blogs in different language skills and educational contexts to further validate its effectiveness.

5.1 Suggestions

Based on the conclusions presented above, the researcher would like to offer the following suggestions:

5.2.1 Suggestion for English Teacher

1. English teachers are encouraged to integrate technology-based media, such as blogs, into their teaching, particularly when guiding students in writing descriptive texts. Utilizing such media can enhance student motivation and simplify the process of generating ideas related to the topic.
2. Even after implementing several treatments, students' scores in the mechanical aspects of writing remain relatively low. Therefore, it is recommended that teachers place greater emphasis on mechanics, including capitalization, punctuation, and spelling, to enhance students' overall writing proficiency.

5.2.2 Suggestion for Further Researcher

1. This study focuses exclusively on enhancing students' writing abilities in descriptive texts. Therefore, the researcher recommends that future studies explore the impact of utilizing blogs as a teaching medium on other language abilities such as speaking, listening, or reading.
2. The participants in this study were first-grade senior high school students. Future research may consider involving students at different educational levels, such as third-grade high school students or junior high school students.
3. Additionally, while this study used descriptive text in both the pre-test and post-test, future researchers are encouraged to experiment with different text genres, such as narrative, report, or procedure texts.

This chapter provides the conclusions and suggestions from the research for English teachers and future researchers interested in using blogs media to teach writing abilities.

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